

MINUTES

The Springfield Board of Education met in Executive Session (non-public) on June 14, 2021 pursuant to ORS 192.660(2)(e) to conduct deliberations with persons designated by the governing body to negotiate real property transactions.

Those in attendance included Chair Zach Bessett, Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez, Todd Mann, Superintendent Todd Hamilton, Brett Yancey, David Collins, Judy Bowden and invited guests Stephaine Seubert and John Brown.

The Executive Session was adjourned at 6:28pm.

FINDINGS OF FACT HEARING

A virtual Findings of Fact Hearing of the Lane County Springfield School District No. 19 Board of Education was held on June 14, 2021. In order to comply with the Governor's executive orders, the Board conducted this hearing by video conference only. The public was invited to watch or listen to the hearing via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

1. CALL MEETING TO ORDER

The virtual hearing was called to Board Chair Zach Bessett at 6:47pm.

Board members present included Chair Zach Bessett, Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann.

Others in attendance included Sara Janz, Krysal Box, Kelly Mason, Sheryl Cramer, Amber Mitchell, Jeff Michna, Becky Willis, Jenna McCulley, Kellie, Joan Bolls, Craig Hawks, Colleen Hunter, Dustin Reese, Clark Morberg, Dejah Buster, Sierra Cochrane, Demian and Kim Donaghe.

2. PUBLIC COMMENT

Chair Bessett explained that members of the public were asked to share electronically their ideas and opinions with the Board by noon on the day of this Findings of Fact Hearing. As of the noon deadline, public comment had been received from Matthew Carter, Randy and Nancy Martin, Joe Buster, Neil Box, Krystal Box, Tiffany Asumendi, Hannah Bader, Aimee Buster, Amanda Crosswhite, Stephanie Timmons, Nadja Sanders, Arvid Freiberg, Debbie Boshe, Paul Kammerzelt, Pattie Shields, Ula Landry, Tim Gorman, Sydney Kissinger, Denise Nessly-Sauer and John Scholl. Please see below for the text of the public comments.

3. CLOSING OF HEARING

The Findings of Fact Hearing was concluded at 6:49pm.

(Minutes recorded by Judy Bowden)

Public comment findings of fact hearing-June 14th, 2021

Amanda Cox <mandisuelovesyou@gmail.com>

Mon 6/14/2021 11:27 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Our children deserve to learn the truth and be empowered to be the generation that moves us closer to social justice. Please teach FACTUAL HISTORY, the reality of systemic racism and white privilege should be acknowledged. The whitewashed version people bury their heads in, may sound nice but is not factual.

"Public Comment Findings of Fact Hearing-June 14,2021"

Matthew Carter <matthew.a.carter13@gmail.com>

Sat 6/12/2021 1:37 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

As a Springfield resident and graduate of Springfield High School, I'm appalled that the Springfield School Board is trying to indoctrinate Critical Race Theory (CRT) into Springfield Schools! Our children do not need to learn about that one human race is better than another and to make them feel less appreciative of their race, especially if they are Caucasian. Our children should be learning that we all are ONE HUMAN RACE and be proud of their own! Teaching CRT not only divides the children but will cause children to hate themselves which could lead to suicide. CRT is not only detrimental to our children, but as a whole to society. I beg you to reconsider and not teach CRT to our school age children. Teach the children to be upstanding citizens and to eventually be good and successful adults for their future.

Sincerely,
Matthew A Carter

Public comment findings of fact hearing-June 14, 2021

Randy and Nancy Martin <martinfamily4@yahoo.com>

Sun 6/13/2021 2:00 PM

To:public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield school board members,

On Monday, June 14, 2021 you will be listening to comments on "critical race theory" (CRT) in our schools. I will make this short and to the point. Critical race theory has NO OR SHOULD HAVE any position in our school system!

Teachers and educators have no place telling our children who they are or what they should think. Instead you should nurture the children to discover who they are, teach the facts, and teach them how to search for the facts there by coming up with their own opinions, beliefs & values. In short, that is teaching them how to think and not what to think!

critical race theory promotes three ideas—race essentialism, collective guilt, and neo-segregation—which violate the basic principles of equality and justice.

Please do not adopt this curriculum to be taught in the Springfield school district and should I say not taught in the whole state of Oregon!

Nancy Martin
Springfield, Order

Public comment findings of fact hearing

Joe Buster <JBUSTER985@hotmail.com>

Sun 6/13/2021 3:35 PM

To: public comment <public.comment@springfield.k12.or.us>;

Cc: Aimee Dejah Buster <aimeedejah@gmail.com>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I am against teaching "Critical Race Theory" (CRT) in Springfield schools. Should it move forward I relocate my children to a different learning institution that support non hate teaching theory. And will be removing all of our business support.

"Public comment findings of fact hearing - June 14, 2021"

Neil Box <neilbox40@yahoo.com>

Sun 6/13/2021 4:19 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

School Board,

I am greatly disappointed that you are even considering allowing Critical Race Theory to be taught in our schools. This is in no way appropriate or good for our kids, teachers, or community. CRT is simply marxism, instead of pushing class warfare it pushes race wars which separates us, and creates strife. You cannot stop bigotry by teaching a different form of bigotry. Any of you that vote for this are proving your ignorance and/or your racism. No one asked you to be social justice warriors. You have simply been tasked to teach our kids. It is insulting that you believe that you need to get in the arena of ethics when it comes to our kids. Teach them math, science, reading, and writing and then send them home. STAY IN YOUR LANE! Any of you who vote in favor of CRT will be voted out as soon as possible. We are many, we are organizing, we will be pulling our kids out of school, we will put in the time, money, and effort into getting you out of this board.

Concerned citizen and parent of four,

Neil Box

Public comment findings of fact hearing-June 14th, 2021

Krystal Box <krystallbox@yahoo.com>

Sun 6/13/2021 7:16 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

School Board,

I am greatly disappointed that you are even considering allowing Critical Race Theory to be taught in our schools. This is in no way appropriate or good for our kids, teachers, or community. CRT is simply marxism, instead of pushing class warfare it pushes race wars which separates us, and creates strife. You cannot stop bigotry by teaching a different form of bigotry. Any of you that vote for this are proving your ignorance and/or your racism. No one asked you to be social justice warriors. You have simply been tasked to teach our kids. It is insulting that you believe that you need to get in the arena of ethics when it comes to our kids. Teach them math, science, reading, and writing and then send them home. Any of you who vote in favor of CRT will be voted out as soon as possible. We are many, we are organizing, we will be pulling our kids out of school, we will put in the time, money, and effort into getting you out of this board.

Concerned citizen and parent of four,

Krystal Box

"Public Comment: Findings of Fact Hearing – June 14, 2021

Tiffany Asumendi <tiffany@asumendi.com>

Sun 6/13/2021 8:38 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear SPS School Board,

I am writing in response to a recent social media campaign opposing Critical Race Theory. I support maintaining the option for the school district to consider utilizing or teaching Critical Race Theory. Providing space in schools to critically discuss race, or the social construct of race, and racial issues is vital to our society and helping all students, staff, and families know they are truly valued and welcome in Springfield Schools. It would be helpful to know more about curriculum, training, and professional development staff is, or will receive, around issues of race and equity. Thank you for your time and service to our community.

Sincerely,

Tiffany Asumendi

Public Comment Findings of Fact Hearing- June 14th, 2021

Hannah Bader <bader808@gmail.com>

Sun 6/13/2021 8:40 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

To Whom it May Concern:

What kind of citizens will youth grow into being when they are fed a steady diet of anti-American propaganda?

My family is deeply concerned about the prospect of Springfield introducing CRT into curriculum. This "Theory" is divisive as the ideology it proposes separates people into two groups: oppressed and oppressors. America is so much more than this limiting and damaging perspective.

The move towards acknowledging the horrors of our collective history is positive. Indoctrinating a society with false narrative of racist separation and victim hood, as does CRT, is as best shortsighted and at worst undermining of the foundation upon which our country is built.

Please do NOT approve the use of CRT curriculum into our schools.

Todd and Hannah Bader

Public Comment Findings of Fact Hearing- June 14th, 2021

Aimee Dejah Buster <aimeedejah@gmail.com>

Sun 6/13/2021 8:47 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield School Board,

I am greatly disappointed that you are even considering allowing Critical Race Theory to be taught in our schools. This is inappropriate and harmful to our kids, teachers, and community. CRT is simply marxism, instead of pushing class warfare it pushes race wars which separates us, and creates strife. You cannot stop bigotry by teaching a different form of bigotry. Any of you that vote for this are proving your ignorance and/or your racism. No one asked you to be social justice warriors. You have simply been tasked to teach our kids. It is insulting that you believe that you need to get in the arena of ethics when it comes to our kids. Teach them math, science, reading, and writing and then send them home. STAY IN YOUR LANE! Any of you who vote in favor of CRT will be voted out as soon as possible. We are many, we are organizing, we will be pulling our kids out of school, we will put in the time, money, and effort into getting you out of this board.

Concerned citizen and parent of seven.

Aimee Buster

Public Comment Findings of Fact Hearing - June 14, 2021

Amanda Crosswhite <youragentamanda@gmail.com>

Sun 6/13/2021 8:58 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Board Members:

Critical race theory is the biggest attack on the United States of America since Pearl Harbor, which plunged us into our last major battle to put down socialism. The allied forces won 75 years ago to defend freedom from socialism. I am here to lead the battle into our most recent attack on America's freedom. Critical race theory is an attack on the constitutional foundation of the founding of the USA. It is teaching racism and division to our children.

Dr Martin Luther King, Jr. said "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today."

We should be teaching our kids to celebrate the things they have in common, not their differences. President Obama said in a 2004 speech "Yet even as we speak, there are those who are preparing to divide us, the spin masters and negative ad peddlers who embrace the politics of anything goes. Well, I say to them tonight, there's not a liberal America and a conservative America — there's the United States of America. There's not a black America and white America and Latino America and Asian America; there's the United States of America. The pundits like to slice-and-dice our country into Red States and Blue States; Red States for Republicans, Blue States for Democrats. But I've got news for them, too. We worship an awesome God in the Blue States, and we don't like federal agents poking around our libraries in the Red States. We coach Little League in the Blue States and have gay friends in the Red States. There are patriots who opposed the war in Iraq and patriots who supported it. We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America."

If you have not figured it out yet, the main stream media is bias and strongly censors which news you get (watch the movie "Social Dilemma") The falsehood that America is systematically racist is rejected by facts and good old common sense. Most Americans would help any other human regardless of skin tone or any other characteristic and I would go on to say that most police are great, honorable brave men and women who deserve nothing less than our upmost respect and gratitude for the dangerous and under appreciated job they do to protect ALL Americans every day.

The teaching of CRT is based on judging our founding patriots decisions to own slaves over 250 years ago. Slavery has been a common practice in societies for thousands of years and is still practiced in some parts of the world, such as China. Slavery was abolished in America by our great Republican president Abe Lincoln. Remember, they were burning witches during this same time period! Our brave founding patriots risked their lives by signing their names to the Declaration of Independence. Had they lost the war, they would have been hung for treason.

The United States Constitution and the founding of our country opened the world to freedom. For the first time, common men ruled themselves. The original document did not award all Americans equal rights, although, it did allow for amendments to be made to continually work toward a more perfect Union. I believe that until last May we had mostly achieved the goal. We were all doing our part to slow the spread of the Covid 19 virus. We were sitting around our kitchen tables having zoom meetings, watching funny home videos and memes of people's creativity during the shutdown. We were all doing our part to help the United States and we all felt a sense of pride and love for our country. Neighbors were helping neighbors, delivery drivers and front line workers, including police, were heroes. Then, on May 25, 2020, everything changed. Police went from heroes to being attacked, murdered, assaulted and disrespected. Groups mounted violent and deadly assaults nightly all summer long.

Millions of Americans have fought and died defending the freedoms of our country from socialism, communism and evil dictators. CRT is a push for socialism and socialism has been proven not to work. Thus, immigrants are fleeing socialist countries to come to our great FREE country.

We are all Americans and let's put American first always! Our country faces many challenges but systematic racism is a socialist formulated attack on the country that millions of immigrants seek to come to each year. It is not to move back into a socialist country, it is because America is world renowned to be the place where, with hard work, you can do and be anything you want. We are the melting pot of the world. How dare you, our school elected officials, allow CRT to teach our children that they are anything but children. Teach love for each

other, not hate and divide. Teach love, not hate for our country. Supporting CRT opposes the core foundation of our country and sides with our enemies.

If you love our country, like most American's and all immigrants, then keep CRT and socialism out of our schools. I urge you to follow the lead in other states to ban CRT, which has been proven to be a media driven form of hate and divide, from our school curriculum.

Amanda Crosswhite
Principal Broker/Owner
Twisted Tree Real Estate
541-554-8619

Real Estate: It's Personal to Me

twistedtreerealestate.com

Public Comment of Fact Hearing - June 14th, 2021

Stephanie Timmons <timmonsteph@gmail.com>

Sun 6/13/2021 10:18 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

To Whom This May Concern:

I completely disagree with having the Critical Race Theory taught in our school district. I do not feel it is acceptable to teach our children to think any less of themselves because of things like skin color, gender or sexual preferences. Our children should be learning things like math, science and history. I raised my child to see other kids as just that kids....we should not be teaching them to see each other differently.

Dr. Martin Luther King Jr. once said...."I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." By indoctrinating the CRT in schools you are no longer honoring what Dr. King and so many others fought for. Our children do not need to be drug into the middle of what's going on in the United States because of politics. I moved to this district for a reason and I will not hesitate to keep my kid from learning some of the curriculum that is being proposed.

Now I served my country and fought for our freedom. In no way shape or form do I feel my child should see themselves anything less than perfect the way they are. Our country is NOT systematically racist. I served in the military under Obama and I find it amazing that our country had come so far to vote for a President that is black. We should be proud of that. The same way when a woman becomes president we should be equally proud. When I put on a uniform I was a member of the Armed Forces and the men and woman I stood next to in the same uniform weren't divided by color or gender....we were all one in the same. We excelled and were the best at what we did because of the variety and different backgrounds we all came from. That's what makes us the UNITED STATES OF AMERICA.

How should mixed race children feel? Should they hate the white part of themselves? That's not fair. Just the same way as it takes two people to make a child and you would bad mouth the other parent...that's not healthy. The same way I would not teach my daughter that she isn't good enough or can't do something because she's a female. When I was in the military I was in the only branch that did not have any restrictions based off of gender. I could do any job I wanted. I wasn't told I couldn't do that because I was a girl. Same reason I'm not going to tell her she can't do something because of her skin color. She doesn't owe someone something because many decades ago people were ignorant and pushed this same propaganda that because of someone's skin color they weren't good enough. My child will be raised to know that no matter her skin tone or her gender she will be good enough she can do anything she wants. If that means she wants to be a police officer I don't need some liberal teacher telling her ACAB or other terrible ideas... We need to be respecting humans no matter what they believe. That's what makes us all different. We need to embrace and build our children up and letting them know that the things that make them "different" is what makes each and every child AMAZING.

We shouldn't be teaching our children marxist and socialist ideas. My parents raised me to not hate. Why would we be teaching our kids to hate themselves because of their skin color. That in and of itself is racism. This is not something we should be pushing on our little humans. How we treat people should be based on who they are. There is only one race THE HUMAN RACE!

Feel free to reach out with any comment questions or concerns.

Very Respectfully,
Stephanie Timmons

Public Comments Findings of Fact Hearing - June 14, 2021

Nadja Sanders <nadjaor@yahoo.com>

Mon 6/14/2021 7:14 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello Springfield School Board,

Systemic racism is real. The school board and curriculum need to address and reflect this reality. Teachers must be allowed and required to teach children to think critically about white privilege, the historic foundations of this country, the perpetuation of myths that always put white people on top. It is damaging to BIPOC children and regardless of skin color, it diminishes our humanity as a whole.

It is beyond time for schools to stop teaching a white washed version of history. We need to hear minority voices in order to work toward a more equitable world.

Thank you,

Nadja Sanders, Lane County resident

Public comment findings of fact hearing-june 14, 2021

lylearvid <lylearvid@comcast.net>

Mon 6/14/2021 9:37 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Teaching the critical race theory in Springfield schools is a violation of the basic purposes education. It seeks to divide and create hatred of one race for another. Its tenants are totally wrong and biased. Please reconsider and reject this inaccurate and biased view of the US.

Arvid Freiberg
2448 37th st Springfield or
541 698 3458

Sent from my Galaxy Tab® E

Public Comment Findings of Fact Hearing - June 14, 2021

DEBBIE BOSHE <d_bosche@comcast.net>

Mon 6/14/2021 10:09 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield School Board, Faculty, Family and Parents of Springfield Students,

I am a mom of 3 Springfield School District students and a grandmother of current SPD students.

Critical Race Theory (CRT) should not be allowed in any of our schools.

Dr. Martin Luther King Jr. strived relentlessly to his demise against CRT. He wanted equal rights and flourishing lives in America for all. Dr. King wanted his children and future generations judged on their character and merit, not their color. We are all a human race. We need to remember this with respect and honor.

CRT is designed to malign, target and segregate or children for their skin color and heritage. This is shameful and unacceptable.

We cannot allow this indoctrination and infiltration into our schools or anywhere in America.

Sincerely,
Debbie Bosche
Mom and Grandma
Patriot and Community Activist for Liberty and Justice

RE: Public Comment Findings of Fact Hearing - June 14, 2021

d_bosche <d_bosche@comcast.net>

Mon 6/14/2021 10:31 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Please change SPD to SSD. 

Sent from my T-Mobile 4G LTE Device

----- Original message -----

From: DEBBIE BOSHE <d_bosche@comcast.net>

Date: 6/14/21 10:09 AM (GMT-08:00)

To: public.comment@springfield.k12.or.us

Subject: Public Comment Findings of Fact Hearing - June 14, 2021

Dear Springfield School Board, Faculty, Family and Parents of Springfield Students,

I am a mom of 3 Springfield School District students and a grandmother of current SPD students.

Critical Race Theory (CRT) should not be allowed in any of our schools.

Dr. Martin Luther King Jr. strived relentlessly to his demise against CRT. He wanted equal rights and flourishing lives in America for all. Dr. King wanted his children and future generations judged on their character and merit, not their color. We are all a human race. We need to remember this with respect and honor.

CRT is designed to malign, target and segregate or children for their skin color and heritage. This is shameful and unacceptable.

We cannot allow this indoctrination and infiltration into our schools or anywhere in America.

Sincerely,
Debbie Bosche
Mom and Grandma
Patriot and Community Activist for Liberty and Justice

Public Comment Findings of Fact Hearing, June 14, 2021

Paul Kammerzelt <kammerzeltp@gmail.com>

Mon 6/14/2021 10:22 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

To whom it may concern,

Regarding the topic of Critical Race Theory, there has been a wide misunderstanding of what the curricula actually teaches and what news sound bites lead people to believe. It would be helpful to objectively present what CRT teaches and be honest about the reality that current curricula in the SPS district does not effectively meet the needs of all students in teaching the history not only of our nation but also the state of Oregon. As a parent of multiracial children, who was also educated in the Oregon school system, I find it important that we stop glossing over unsettling elements of history that give explanation for why we, as a country, are currently where we are. Yeah. Slavery was not an isolated bad moment in time. The Tulsa race massacre was not a simply a bad day. These events, and many others, have had long lasting repercussions that deserve to be explored, dissected, and studied. If you reject CRT, what are you going to replace it with? Because if there's one thing we know now, it's that we can no longer settle for a curricula that primarily serves the needs of the majority and refuses to honestly acknowledge and address the past and it's effects on the future.

Thank you,

Paul Kammerzelt
Sent from my iPhone

Public Comment Findings of Fact Hearing

Patti Shields <abee1427@gmail.com>

Mon 6/14/2021 10:50 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I appreciate this opportunity to voice my opinion regarding the teaching of CRT in our schools. I ask that you please do not allow this to be taught to our children. How does curriculum that shames one race over another, accomplish anything?! I do not see how this curriculum will help our students "see" one another as equals, for it only seeks to more divide and label as "victim and oppressor." Ask yourself, will this truly move us forward as a community, as a nation? My answer is, no, it will not): Thank you for this opportunity to be "the voice" of many other grandparents, parents/guardians and even students themselves that feel they have no voice in what they are taught.

Thank you, Patti Shields a retired 32 year employee of SPS and grandparent
Sent from my iPhone

Public Comment Findings of Fact Hearing

Ula Landry <greengecko808@gmail.com>

Mon 6/14/2021 10:58 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

To Whom It May Concern,

I am writing to express concern over the Springfield School District deciding to teach Critical Race Theory in our schools. Critical Race Theory is a dangerous and marxist program that teaches our children to look at skin color and culture rather than at character. This is something that the school district has no business teaching. This is up to the parents of each individual student. Schools can teach students to be kind, to embrace conflict management skills to solve problems and encourage them to be kind to other students and people in general. Students should not be taught that they will not be equal in society because of their skin color. This creates a victim mentality and it's not healthy for our students. Instead students should be taught that they can achieve whatever they put their mind to through dedication, hard work and goal setting. Please don't do this to our students.

-Christine Landry, Springfield

Public Comment Findings of Fact Hearing - June 14, 2021

Tim Gorman <tdkagorman@comcast.net>

Mon 6/14/2021 11:06 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

To the Springfield Public School Board,

Please consider the following regarding any race, gender, or other equity based curriculum:

Title VI of The Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. Title IX of the Education Amendments in 1972 prohibited discrimination in education based on sex.

Also consider as far as forced mask wearing anywhere is a violation of the FD&CA. Masks have only been authorized by Emergency Use Authorization, and under the FD&CA, everyone must be informed of their right to opt out of using medical devices only Authorized under EUA.

Please make the right decision to maintain and reinstate the lawfulness of action required of our public schools.

Sincerely,
Timothy Gorman
Springfield Resident.

Public comment findings of fact hearing

Sydney Kissinger <skissinger@lesd.k12.or.us>

Mon 6/14/2021 11:25 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Critical Race Theory is part of American History and must be taught in high school. Our students need to know their history so they can make moral and ethical decisions.

Sydney Shenk Kissinger MS

PUBLIC COMMENT FINDINGS OF FACT HEARING

Nessly Family Farm <sdnessly@aol.com>

Mon 6/14/2021 11:26 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

June 14, 2021

Springfield School Board,

In regards to teaching Critical Race Theory in our schools and to our young children.

Our community is not going to stand for CRT to be taught to our children. This is Marxism and we will not allow the brainwashing of this dangerous and unconstitutional propaganda. An agenda that is seriously dangerous to our country.

To teach this propaganda, means that you are supporting public schools separating first-graders into groups of "oppressors" and "oppressed"? Do you support mandatory curricula teaching that "all white people play a part in perpetuating systemic racism"? Do you support public schools instructing white parents to become "white traitors" and advocate for "white abolition"? Do you want those who work in government to be required to undergo this kind of reeducation? How about managers and workers in corporate America? How about the men and women in our military? How about every one of us??

In Cupertino, California, an elementary school forced first-graders to deconstruct their racial and sexual identities, and rank themselves according to their "power and privilege." In Springfield, Missouri, a middle school forced teachers to locate themselves on an "oppression matrix," based on the idea that straight, white, English-speaking, Christian males

are members of the oppressor class and must atone for their privilege and "covert white supremacy." In Philadelphia, an elementary school forced fifth-graders to celebrate "Black communism" and simulate a Black Power rally to free 1960s radical Angela Davis from prison, where she had once been held on charges of murder. And in Seattle, the school district told white teachers that they are guilty of "spirit murder" against black children and must "bankrupt [their] privilege in acknowledgement of [their] thieved inheritance."

This is wrong on all accounts and we will not stand by and be bullied, harassed and made to feel bad because we love GOD, our country and our children. We THE PEOPLE are awake and we will be present at every school board meeting. We will not stop until you realize we will not tolerate this brainwashing that demoralizes our morals and values our society. That causes division and racism where it would not otherwise exist.

Critical race theory teaches that all members of "minoritized" racial groups are victims of a system rigged against them. Critical race theory is a race-based offshoot of Marxism invented in American academia.

Critical race theory seeks to dismantle capitalism and undermine American constitutional principles.

Critical race theory is not a continuation of the civil rights movement—it's a repudiation of it.

We will no longer remain quiet. CRT is dangerous and I would go so far as to say evil.

NO on CRT!!!

Mrs. Denise Nessly-Sauer

Public Comment Findings of Fact Hearing - June 14, 2021

John Scholl <doc_scholl@hotmail.com>

Mon 6/14/2021 11:27 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Thank you for your role and advocate for education...may you work to bring unity, hope and reason to all decisions today and in the future. Being those who value education, I thought I'd start off with some definitions.

Logical - reasoning conducted or assessed according to strict principles of validity; characterized by or capable of clear, sound reasoning.

Illogical - lacking sense or clear, sound reasoning.

Although critical race theory discussions started with very logical reasoning and purpose creating awareness of racial diversity - in the 1970s as legal scholars, activists, and lawyers tried to understand why civil rights era victories had stalled and were being eroded - the purposes behind forcing/implementing this curriculum in schools now is moving quickly towards the illogical.

It is not readily apparent to me how forcing students and staff to teach, learn and adopt these ideas is not seen as a form of a manipulative abuse of power that will have the inevitable outcome of further and deliberately disunifying the schools, community and nation. We claim to be a progressive state, county and city, but progressive doesn't mean to go along with the latest trends and "norms" of the day. This approach appears more regressive in nature - becoming less advanced, not growing, not developing and causing us to return to a former less developed state of segregation, separation and oppression.

This decision isn't just for now, I think about the world in 20-30 years when these kids will be our leaders and making decisions based on how they were raised and the education they received. In addition, what values will this want them to instill in their kids and grandkids. Moving in this direction does not give me hope for this generation or the generations to come as we move further from truth and reason. Please reconsider and continue to ponder the ripple effect your decisions have on the future of humanity. Thank you again for your time and may you find the peace and clarity needed to lead.

HELP MEET PEOPLES' BASIC NEEDS!

The following public comment for the Findings of Fact Hearing held on Monday, June 14th was received by the District after the noon deadline on the day of the hearing. This public comment was shared with the board on June 16th.

Public Comment: Findings of Fact Hearing – June 14, 2021

Robert Asumendi <robert@asumendi.com>

Mon 6/14/2021 12:08 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear SPS School Board,

Regarding the campaign to remove any discussion of systemic racism from schools: As a white Springfield parent who grew up in a very small rural white community, it's really important for our kids to learn about the struggles of other people. This doesn't divide us, it unites us against the source of those struggles. Do not join reactionaries by banning this content in our schools.

Also, please find the money to fix the HVAC. It's ridiculous kids and teachers have to spend June and early September getting sick in sweltering 1950s classrooms.

Thanks,
Robert Asumendi

BUDGET HEARING

A virtual Budget Hearing of the Lane County Springfield School District No. 19 Board of Education was held on June 14, 2021. In order to comply with the Governor's executive orders, the Board conducted this hearing by video conference only. The public was invited to watch or listen to the hearing via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

1. CALL MEETING TO ORDER

The virtual hearing was called to Board Chair Zach Bessett at 6:55pm.

Board members present included Chair Zach Bessett, Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann.

Others in attendance included Stacey Hawley, Terri, Sara Janz, Amanda Crosswhite, Kelly Mason, Sheryl Cramer, Amber Mitchell, Jeff Michna, Becky Willis, Heather Huerta, Britney Standeford, Jenna McCulley, Kellie, Joan Bolls, Nancy Martin, Craig Hawks, Colleen Hunter, Dustin Reese, Clark Morberg, Dejah Buster, Shawn Ireland, Sierra Cochrane, Kay Cope, Demian, Kim Donaghe and Jayson, Hayden.

2. PUBLIC COMMENT

Chair Bessett explained that members of the public were asked to share electronically their ideas and opinions with the Board by noon on the day of this Budget Hearing. As of the noon deadline, no public comment had been received.

3. CLOSING OF HEARING

The Budget Hearing was concluded at 6:57pm.

(Minutes recorded by Judy Bowden)

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on June 14, 2021. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:00 p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez, and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, Mindy LeRoux, David Collins, Brett Yancey, Judy Bowden, Brian Megert, Payton Cox, Melissa Stalder, Terri

Allen, Sara Janz, S Lohr, Amanda Crosswhite, Kevin Farr, JS, Marilyn Williams, Andy Smith, Crystal Box, Kelly Mason, Mike Schlosser, Sheryl Cramer, Amber Mitchell, Anthony Reed, Kyle, Alison Tharp, Whitney McKinley, Lizzy Utterback, Ron Bramhall, Jeff Michna, Becky Willis, Heather Huerta, Anthony Brown, Connor McCarthy, John Mitchell, Britney Standeford,, Tephi Wright, Dave Villalobos, Virginia, Zach, Jen McCulley, Kellie, Krystal Tullar, Joan Bolls, Matt, Nancy Martin, Craig Hawks, Tim Stephens, Colleen Hunter, Dustin Reese, Thomas, Clark Morberg, Judy, David Ruark, Dejah Buster, Shawn Ireland, Derrick Bryant, Chris Reiersgaard, Laura Farrelly, José da Silva, Sierra Cochrane, Johanis Tadeo, Carrie Patterson, Jenny Potter, Kay Cope, Kathryn Hoos, Demian, Kim Donaghe and Jayson Hayden, minutes recorder. There were also community members who attended using Zoom Phone, so their names were not available.

2. APPROVAL OF AGENDA

Chair Zach Bessett called for a motion to approve the agenda as presented.

MOTION: Dr. Hernandez moved, Ms. Barrager seconded the motion to approve the agenda as presented.

Chair Bessett called for a roll call vote. Mr. Bessett asked each board member to indicate if they supported the motion to approve the agenda as presented: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

3. PUBLIC COMMENT: Submitted Electronically Only

Chair Bessett explained that members of the public were asked to share electronically their ideas and opinions with the Board by noon on the day of this Board meeting. As of the noon deadline, public comment was received from :Joye McClure, Anne Goff, Kelly Edwards, Nancy Willard, Heather Huerta, Donna Riddle, Cody Rosenberg, Holle Schaper, Carmen de la Cruz, Monica Tapiz, Colleen Hunter, Pauline Pham, Christina Cox, Payton Cox, Caroline Carnevale, Anthony Reed, Carol Halbert, Irene Henjum, Jennifer Potter, Andrea Smith, Elizabeth Utterback, Vanessa Truett, Amber Tamayo, Andrew Emmott, Shaay Gallagher-Starr, Julie Tjaden, Kyle Johnson, Amy Cothron, Jerami Campbell, Jennie Reed, Miriam B, Ryan Doppelmayer, Lohr Family, Pauline Pham, Karrie Warren, Becky Willis and Amanda Crosswhite. The public comments were also posted online by 4:00pm on the day of the Board meeting to enable the community to read the thoughts that had been shared with the Board prior to this meeting. Please see below for the text of the public comments.

Critical Race Theory Comment

Joye McClure <fullofjoye2@yahoo.com>

Sun 6/13/2021 12:30 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Graduation Caps

To all our Educators, School Board, and others...

Children are not racist and they don't see color. This is an attempt to teach color, race, and DIVIDE our young. It is indoctrination. It is not your place to teach! An overstep of your job description. Whatever happen to teaching good old Reading, Writing, and Arithmetic????????? This will further confuse, complicate their ideals we have taught them as parents. Our kiddos get enough mixed signals from all the "crap" thrown at them from the world; school, government, social media, news, etc.

It is our place as guardians, parents, to love, teach morals and values, guide, get along with our fellow man and so much more; not yours.

*Joye McClure
Parent of a 9th and 10th grader at SHS*

Graduation Caps

Paperless Post

Yahoo Mail Stationery

public comment: critical race theory

Anne <teachercmann@hotmail.com>

Sun 6/13/2021 1:12 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Critical Race Theory--is it the word critical or the word race that so scares people? Critical as in critical thinking--shouldn't we all want our students to think critically. I certainly do. Or is it that talking about race is uncomfortable? Uncomfortable because we all know, despite our high ideals of liberty and justice for all, that racial inequities are still so so pervasive?

I am not well versed in CRT, but I know racial inequities exist and are embedded in policies and systems in ways I often don't even recognize. I know we as a country, at all levels, need to recognize this and make systemic changes.

I know school districts need to have these conversations as well. I know we in SPS need to have these conversations. I understand there are some in the community who want to stop conversations about race, who are scared of the term CRT. I am not sure they understand CRT, but something in the name scares them enough to try to stop it rather than to understand. Our job is to educate them as we do our students not to back off these critical conversations.

We all say we want our district and our schools to be safe, welcoming places for ALL of our students and their families. Making that happen starts with our school board.

Anne Goff

Critical Race Theory - need for education, not fear

Kelley E <edwards.kelley@gmail.com>

Sun 6/13/2021 2:14 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

What is about *Critical Race* Theory that is so frightening to some people? Teaching our students to be critical thinkers is one of our fundamental jobs as teachers. The word *critical* shouldn't be so scary. And racial inequities exist. Saying they don't won't make them go away. Not talking about them won't make any of us feel better, especially not community members of color. I understand that *race* is uncomfortable for a lot of people to talk about, but it doesn't need to be scary either.

I am not an expert at understanding all the principles of Critical Race Theory, but I do know that racial inequities exist and are embedded in policies and systems in ways that many of us, myself included, often don't even recognize. It is culturally normalized. I know that as a country, at all levels, we need to un-normalize the structures that hold up the racial inequities, and we need to have the brave conversations and take the brave positions that will lead to transformation and eventually to healing.

All school districts, including our own, need to have these conversations.

I understand there are some in our community who want to stop conversations about race and who are frightened by the term CRT. I am not sure they understand CRT, and if not, our job is to educate them as we do our students, not pull back from these critical conversations.

We all want our district, all of our schools, and each of our classrooms to be safe and welcoming places for ALL of our students and their families. Making that happen starts with our school board.

Thank you for your attention,
Kelley Edwards

Public comment, board meeting June 14, 2021 (a kind comment)

Nancy Willard <nwillard@embracecivility.org>

Sun 6/13/2021 3:11 PM

To: public comment <public.comment@springfield.k12.or.us>;

Cc: Todd Hamilton <todd.hamilton@springfield.k12.or.us>; Taylor.Madden@springfield.k12.or.us
<Taylor.Madden@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello Springfield board, Todd, and Taylor,

I do understand that massive protest about teaching Critical Race Theory is coming your way. Apparently to be expected. And likely to spread throughout the state.

Some suggested language in response. "Critical Race Theory is a theory that underlies university-level studies. It is not K-12 curriculum. Springfield Public Schools will commit to teaching a fact-based portrayal of history that allows students to gain accurate understandings. We are also dedicated to achieving a higher level of equity and inclusion in our schools to ensure the success of every student. To this end we will not be referring to people, facts, or situations as racist or involving racism."

This last point seems to be of particular importance. I strongly suggest avoiding using any language in any of your school publications that refers to racism, racist, anti-racist, homophobia, or anti-homophobia. These appear to be trigger words to this crowd. I also strongly advise against calling any student a "bully." These kinds of labels divert the attention from behavior.

I do not know if you can possibly educate these folks, but one of the key underlying perspectives of CRT is that these are problems at the systems level — which seeks to avoid individual condemnation.

I have seen other districts use terms such as "anti-racism." My perception is that this increases the anger and protests.

Best of luck.

Nancy

Public Comment Business Meeting - June 14, 2021

Heather Huerta <h.huerta@ymail.com>

Sun 6/13/2021 4:28 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

We are writing IN SUPPORT of Springfield High School & particularly of the teacher(s) who put together the homework assignment on privilege. We're a biracial Springfield family & these sorts of conversations & assignments build a more & more just, equitable, & safe community for *all* of our children & families. When parents say they don't want their children 'exposed' to teachings on race & racism at school we respond with -- we don't want our brown children exposed to actual racism.

The anger, intolerance, & hate speech coming from the group against 'Critical Race Theory' in our schools ((as if that's even what is happening)) is precisely why we need to be having more of these conversations, more of these assignments -- not less. These adults were let down by an education system that taught them one side of history. Let's not continue to let down our children in this way.

To you the board we'd like to say -- there is no excuse for giving in to hateful rhetoric. Please don't let a loud group of racists be the only ones you listen to just because they're loud. That's not leadership. Our children need you to be braver than that. Our teachers need you to be braver than that. Our community needs you to be braver than that.

Sincerely,

Heather Millehrer-Huerta & Antonio Huerta

Critical Race Theory

Donna Riddle <donna.riddle@gmail.com>

Sun 6/13/2021 4:37 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I very much appreciate the work the School District has done to address racism and support success for all students. Systemic racism needs to be addressed and a continuing examination of how to minimize the disparity of expectations based on race and income needs to occur.

I have seen first hand winners and losers being taught differently in classrooms. Those expected to be winners are coached and given clues to give the correct response, while those seen as losers are not heard even when they say the right answer. This happens in kindergarten and first grade and continues. Teacher expectations have a dramatic effect on student achievement. More training is needed to counteract the long standing bias towards the poor and people of color.

I support a curriculum that explores racism as a reality that permeates our lives.

I appreciate the creation of the new diversity coordinator position. Thanks for taking this small step.

Donna Riddle

Public Comment: critical race theory June 14th

Cody Rosenberg <codyeuler2012@gmail.com>

Sun 6/13/2021 7:33 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello...

We need to talk about race. Talking about race is important. It's more important now than ever before. I know it's not the most comfortable thing to talk about, but it's the not-talking-about-it that has brought our country to this place of deafness and blindness to the experiences of our BIPOC community as they deal with systemic racism on a daily basis.

Talking about race right here, right now, is about the most important thing we can do for this generation of students. They are not afraid to talk about race. They are not afraid to confront the ways in which the systems of this country have denied the BIPOC community their equitable access to life, liberty, and the pursuit of happiness.

I should know. I just spent the entire year co-teaching a class focusing on Black U.S. History.

Critical Race Theory is just a name for the notion that we should talk about race and racism and not shy away from our ugly past. It's not about blaming, shaming, or making white people feel guilty for the vicious racism and violence of our ancestors. It's about LOOKING at it. It's about KNOWING our country's real history. Our country is not perfect and to continue to educate our students with this false narrative should be a crime. The truth is, our nation was founded and built upon genocide, slavery, and racism.

Critical Race Theory allows us to look at ourselves and re-examine how we became who we are as a nation... and have PRIDE in the fact that, with this re-examination, we can collectively strive to do and be better as a nation moving forward.

We need to talk about race and racism in the classroom. Knowledge is power.

Cody Rosenberg

P.S. - I want to remind you of Todd Hamilton's public statement shortly after the murder of George Floyd below (bolding and underlining is mine)

"Dear SPS Colleagues and Families,

As the nation reacts to the death of George Floyd and the continued use of force against Black Americans, each of us in Springfield Public Schools stands in solidarity with our students, staff, families and community members of color. Thousands of students pass through our schools on their way to adulthood and community. We believe public schools have an obligation and an opportunity to guide children forward to take their place in a society that places kindness, humanity and equity at the forefront of every human interaction.

We are committed to being allies and advocates in the continued education of each child and adult and to increase awareness of the destructive ways racism manifests. We have a lot of learning to do and you have our word that we will do this. To support conversations now, when our

schools are closed by a pandemic, we are sharing resources for ongoing learning: see the links at the bottom of this letter.

For our students, staff, and families of color, we stand with you. **We commit to creating and sustaining equitable, safe and welcoming schools. We know that racism persists in direct and indirect ways and we will address it. Please know that we see and hear you.** We stand with you and will work to eradicate the sources of fear that have taken hold of everyday actions that should be safe.

We are committed to providing access to resources and curriculum that provide insight and encourage reflection. **We believe that our students will lead us all forward and into a more equitable and fair future if we provide an education that inspires a just view. This requires that educators and administrators understand and model patterns of challenging bias, listening to all students, and respecting and appreciating what every child brings to us.**

You can expect to see a reflection of this statement in our district. From daily acts of listening, to **teaching that reflects and is relevant to children of color, we aspire to be allies within our communities.** We invite you to talk with us about your children and their experiences.

Sincerely,

Todd Hamilton
Superintendent"

Critical Race Theory in Springfield Public Schools

Holle Schaper <hollebauer@gmail.com>

Sun 6/13/2021 7:43 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Good evening, School Board Members,

I am writing in support of a curriculum that explores racism as a reality that permeates US history and culture. I really appreciate and respect that the school board has chosen to devote the past year to learning more about systemic racism and in doing so chose to create an official position for a diversity administrator. It is important not to lean in to the fear of the changing demographics of our city and to continue to support the goal of equity for all people in our society.

Thank you,
Holle Schaper

CRT comment

Carmen De La Cruz <95carmendelacruz@gmail.com>

Sun 6/13/2021 9:06 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

As an educator, I want to encourage my students to be critical thinkers and I strive to model that in my own personal philosophy. I understand that talking about race can lead to uncomfortable feelings. It is uncomfortable because racial inequities are still very prevalent. I unfortunately am not as well versed in Critical Race Theory as I would like. I wish I was more educated in CRT as a student. I do, however, acknowledge that racial inequities exist and are systemically embedded in our society. In order for systemic changes and progress to be made people need to recognize the issues at hand and acknowledge the uncomfortable truths about race. This issue of racial inequity is so much larger than our school district, but it is important for the proper education on this subject to take place with our students, staff, and community. It saddens me to hear that there are community members who, for whatever reason, feel the need to stop the education of CRT in our schools. In the effort to keep our schools a safe and welcoming place for ALL students and their families, I encourage the school district to continue to provide and facilitate education and conversations in connection to Critical Race Theory.

Public comment: (CRITICAL RACE THEORY)

Monica Tapia <1974monicastella@gmail.com>

Sun 6/13/2021 9:34 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Public Comment:

Critical Race Theory is critical. We want to be able to teach our students (and ourselves) how to think critically. It is important and necessary. As a mother of children in Springfield schools I want my children to hear this message, and not just at home. I want them to engage in conversations with peers in a safe place, guided by educators. I want them to be prepared for the world that awaits them. As a BIPOC SPS teacher, I hope to be able to guide my students through this process, teaching them to evaluate the world around them.

We all say we want our district and our schools to be safe, welcoming places for ALL of our students and their families. We must do our part to make sure that happens.

Monica Tapia
(SPS grad, mother and teacher)

Public Comment: Board Meeting-June 14, 2021

COLLEEN HUNTER <ckhunter13@aol.com>

Sun 6/13/2021 10:35 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Members of the School Board and Superintendent Hamilton;

My comment today is being made as a retired elementary school teacher who served fourth grade students in SPS from 2005-2017, just prior to my retirement after 38 years as a public school teacher. During my tenure in SPS, there were no social studies curriculum materials adopted and hence the items available for my use as a teacher were very outdated, as well as not being representative of the true history and geography of our country and state. Legislative bills passed and signed into law during the past 3 years, call for implementation of curriculum for students including history of the indigenous peoples in our state and genocide of that population as well as others in national and international history. This was all prior to the Black Live Matter movement during the last year, which makes my request for teacher involvement much more important. I hope and am asking that the next social studies curriculum adoption include input from many of the people who will be using it with students in Springfield Public Schools. It is imperative that teachers be part of the process for choosing adopted materials, not only to comply with recent state laws but in order to increase students' knowledge and understanding of the history of peoples and their treatment in our state and beyond. Please make the educators part of the important process of adopting curriculum materials. Thank you for your work on behalf of the students and families in the Springfield Community.

Sincerely

Colleen Hunter

Member of CAPE

(Community Alliance for Public Education)

Teaching about race and systemic racism in an English 10 classroom

Pauline Pham

Sun 6/13/2021 10:38 PM

To: public comment <public.comment@springfield.k12.or.us>;

To the Springfield Public Schools Board of Education,

Recently, there has been a lot of discussion about a writing assignment created by the English 10 team, that I am a part of, at Springfield High School. The assignment gained a lot of attention on various social media groups, and like many things on these platforms, it was taken completely out of context, grossly misrepresented, and therefore misunderstood by many within our community. The purpose of this letter is to defend the merits of this assignment and to encourage further discussion on how our district can support work that focuses on diversity, equity, and inclusion.

The objective of this writing assignment was to allow students to select a topic of injustice present in American society and to make a powerful statement about what they want people to feel/think/do about the injustice while using persuasive appeals (ethos, pathos, and logos). The entirety of the assignment is driven by student choice; they are allowed to select their own topic, develop their own claim, conduct their own research, and most importantly, articulate their own thoughts and ideas in writing. However, as part of best practices, we did provide some general topics and guidelines because most students benefit from those supports. What came from this persuasive essay was a variety of fascinating topics, ranging from Indigenous rights to veterans experiencing homelessness to mental health in LGBTQIA communities.

Traditionally, we have done this assignment to coincide with Springfield's MLK March where students can participate in a speech tournament. We typically offer and support up to 12 different topics of injustices, and students are required to include the MLK quote that serves as the march's theme for that year. Additionally, students actually present their speeches in small groups or in front of the class. Unfortunately, much of this assignment had to be condensed due to the limitations of this school year. However, we have seen some of our student's best work and performances come from this assignment. Based on past student surveys, this assignment usually ends up being a favorite, because students are allowed to let their passions and interests drive their writing. That is our goal as English teachers: to help students discover their voice.

Of the five topics students were given the option to choose from this year, racism was one. Attached to this topic were 4-5 video/article resources that students could use to help guide their research and understanding of the topic. We provided, as an option, a video created by King5 News of Seattle as part

of their award winning series examining racial injustice and inequity called, Facing Race. This video provides a very broad overview of systemic racism and was meant to help students narrow the topic of racism into something more specific of their choosing, for example, racial inequities in healthcare or racial discrimination at work. Because of this video, many people accused the assignment of being politically biased, having a leftist agenda, and pushing Critical Race Theory in our classes.

The controversy over this writing assignment and the optional video is part of a larger national debate on whether CRT should be taught in K-12 public schools. To be clear, we are not teaching CRT in English 10 at SHS. And to be even more frank, neither myself nor my colleagues are even close to being qualified to teach CRT as it is an academic field within legal studies typically taught at the collegiate level. However, we *are* giving students the opportunity to learn about systemic racism and about our country's history from the perspectives of historically marginalized peoples. Those goals do coincide with some of the basic tenets of CRT, and you will also find them in ODE's standards for ELA and Social Sciences.

Educators have a responsibility to prepare students for the real world, and sometimes that includes exposing them to the beauty and ugliness of our world. We want them to become free-thinking and well-informed individuals, so they can contribute to our world in a positive and meaningful way. Teaching our students about race and systemic racism is an integral part of healing a divided nation, bringing our diverse communities together, and making sure history does not repeat itself. It's a challenging road, but it must be taken. Luckily, SPS has many educators who are committed to this work, and we hope that you will continue to support us in this endeavor.

Sincerely,

Pauline Pham
Learning Specialist & English 9/10 Teacher

Please consider this email as confidential...

June 14, 2021

Springfield School Board
Springfield Public Schools
640 A St.
Springfield, OR 97477

RE: College-Bound High School Student Opportunities

Springfield School District Board Members:

I'm writing to you today in regards to opportunities afforded to college-bound high school students and my daughter, Payton. Payton, now a Sophomore at Thurston High School, has been a determined student since the day she walked into Kindergarten at Ridgeview Elementary. Usually a quiet observer, she surprised everyone when on the first day of school she informed me that I could "just drop her off here", referring to the curb in front of the school because she was fully capable of walking into school on her own. Later in the day, she told her teacher, Mrs. McKee, it was her birthday and when Mrs. McKee asked her if she was excited to be six, she matter-of-factly informed her new teacher that she was, in fact, turning five. And she was. We had petitioned for consideration of Early Entry because of her precocious nature and ability to quickly learn new content. This decision has been one of the best parenting decisions we have ever made. She has thrived on the challenge provided as a result of entering her a year earlier than her chronological age would have placed her. Her teachers along the way have agreed.

Payton is the kind of student every teacher dreams of. She stays out of trouble, completes all of her assignments on time, seeks out support from teachers when she doesn't understand a concept, accepts responsibility for her own learning, and never misses a day of school—literally not a single day of her entire educational career. I say these things with complete confidence, not because she is my daughter, but because these are traits that I, as an educator, find incredibly admirable. These are characteristics teachers work day in and day out to instill in our students.

Unfortunately, Payton has reached a point in her educational career that she's struggling to appreciate the value of these characteristics because although she has gone above and beyond to achieve by having already earned 17 of the 24 required credits to graduate, the options for earning college credit while still enrolled as a student at Thurston High School are narrowly focused. She wants to utilize her time remaining at Thurston High to complete the 7 remaining credits she needs for her diploma while dual-enrolling in college courses through LCC. We are being told that this is no longer a realistic option, as Juniors will be required to maintain full high school schedules beginning in the fall of 2021. This pigeon holes her into taking strictly the College Now and AP courses offered at THS and prevents her from, instead, enrolling in college courses that match her desired post secondary area of study: Criminology.

Throughout her school career, she has maintained exceptional grades, performed well on standardized tests, cultivated meaningful relationships, participated in extracurricular activities, and demonstrated a remarkable ability to persevere, even when circumstances or policies have hamstrung her. Now, though, we are fighting as parents to help her continue to appreciate what these skills and personal traits mean from an internal perspective since the school district is sending the message that she needs to simply stay in her lane and wait for June 2023 before she makes notable gains toward her post secondary goals. The perseverance and work ethics her father and I have worked to instill in her for the past decade and a half—not to mention her mental and emotional well-being—are being compromised by the narrowly focused perspective of the district. She's asking: *Why? Why do I have to wait to graduate? Why don't they want me to expand my learning by taking courses that directly match my interests and aspirations? Why are they hamstringing me?* And, you know what? We don't have an answer.

This past weekend, my husband and I's alma mater, Marshfield High School, graduated four students in their 2021 class who earned both their high school diploma and Associate's Degree. These students were able to do this because they weren't restricted to a handful of College Now and AP courses at the high school. They dual-enrolled at MHS and SWOCC. These students are set up for success as they walk out of their high school because their district believed in them and afforded them the opportunities to personalize their learning tracks. I was lucky enough to do the same when I was at MHS. I transferred to WOU with my college credits I'd earned while still in high school and was in the classroom teaching by the time I was 20. I was an Elementary Principal at 22. Payton is easily as smart, determined, and capable as me. Probably more so.

So, I implore you to reconsider the requirement for students to maintain full time schedules at the high school. Allow her to dual-enroll at THS and LCC so that she can take coursework directly related to her area of study. I don't want to see her walk out of THS with a fist full of college credits that don't specifically match her desired outcome. And, above all, I don't want her to realize that dropping out so she can earn a GED on her own timeline and move along her educational path at her own pace is an option. Help us keep her at THS while supporting her academic, emotional, and mental well-being through a dual-enrollment option.

Respectfully,


Christina Cox

Cc: Todd Hamilton, Superintendent

Hello,

My name is Payton Cox, and I attend Thurston High School here in Springfield, Oregon. In the coming week, I will have completed my sophomore year with an overall 3.75 GPA. For those of you who don't know me, let me briefly introduce myself. I am a young student who works hard for what she wants, as my parents raised me to. I have never missed a day of school in my life. I'm involved with Thurston's varsity dance team and musical program and have been for my entire high school career. I have recently joined the visual arts program, which I have found to be very enjoyable. When I complete my educational career, I plan to be a criminologist--to look at the psychological side of a criminal--someone who can help the community by helping take dangerous people off the streets.

The restrictions that have been placed on students such as myself cause nothing more than burnout. Even if I were to utilize the College Now and AP courses that are offered at Thurston High School, I won't have the flexibility in my schedule to acquire the necessary courses to get ahead on a degree. Instead, I'll have earned an assortment of credits that will transfer, but won't actually work out for a degree. This means I will be doing nothing but what feels like wasting my own time and causing unnecessary stress. So instead of making a student feel as if they're unwanted and trapped, give them the flexibility to personalize their own educational program.

In the fall, I will be entering my junior year. Juniors this coming year will be required to have a full eight-period schedule. I have already earned seventeen of the twenty-four credits required for graduation. By the end of a school year, I will have earned twenty-five, assuming a full schedule. And, yet, I will be relegated to spend yet another year waiting to graduate. Why? I earned the required credits. I have exceeded the community service hours required to earn my

cord. I'm current on my Personalized Learning Requirements. What am I waiting for? The district to collect the year of ADM funding for me warming a seat?

I have aspirations to go to college, earn my degree and start giving back to my community. Holding me back from moving ahead with my post secondary goals does nothing to motivate me to return to Springfield after college and reinvest my skills and passions. Clearly, my proactive nature and hardworking ethics aren't valued here. And, isn't that one of the primary goals of a school—to aid in the development of a person's ability to productively participate and give back to society? How does keeping me at Thurston High earning random credits another year accomplish that?

While I understand the district has to answer to ODE—and has their own policies as a result—this is simply another one of those ideas that looked good on paper, but doesn't translate to real life applications. I would like to take a moment to point out where other things look good on paper, but not in real life. For example, I recently completed the Oregon Drivers Training Institute Drivers Ed program. One key point that my instructor stressed was following distance. The handbook recommends approximately four seconds of following distance. This seems like a brilliant idea, right? It could prevent crashes and even save a life by giving you enough time to bring your car to a stop. But let me remind you of the reckless drivers who are among us. That four seconds of following distance that I created as a responsible driver is only then destroyed when another driver cuts me off because they didn't plan ahead to get into the exit lane that I was in.

In my case, Springfield Public School District—along with ODE—is that reckless driver. You are cutting me off. My potential has been held back by an idea that looked good on a piece of paper. So I ask you: Why? What does holding students back accomplish? Demonstrate your

commitment to equity by allowing students like myself to graduate once we've met the graduation requirements. Let us move forward in our path to becoming responsible, productive citizens. And--let us help you by opening up resources that the other students so desperately need.

As I finish, I'd like to leave you with something that I want you to carry with you while you reconsider this blanket policy: Malala once said, "I raise up my voice-not so I can shout but so those without a voice can be heard... we cannot succeed when half of us are held back."

Please stop holding us back.

Thank you for your time.

CRT

CAROLINE CARNEVALE <carolinecrnvl@yahoo.com>

Sun 6/13/2021 1:54 PM

To: Board <board@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Please do not implement CRT in your schools it IS Racist

Important: Please do not reply or forward this e-mail if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. E-mails on district business are governed by public records law.

Public Comment: Board Meeting –June 14, 2021

Anthony Reed <anthonytylerreed@live.com>

Mon 6/14/2021 6:43 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I would first like to commend the board on the efforts made to expand their understanding of social justice issues. Learning how systemic racism affects our schools and community as well as how white privilege informs our views are great examples of the boards commitment to equity and inclusion. Next I would like to thank all of the teachers in our school district that are making efforts to adapt the curriculum to make spaces for our students of color. The elementary school teachers that are finding books that have characters that look like our students, middle school teachers that use creative ways to include an array of cultural backgrounds in their examples and the high school teachers that are making a safe place for our students to have discussions about race and racism in our country. I am proud of the steps our district is currently taking and will continue to take to make our district more equitable and inclusive.

Thank You,
Anthony Reed

Sent from my iPhone

CRT June 14

Carol Halbert <smileyface_carol@yahoo.com>

Mon 6/14/2021 7:09 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Board and District Leaders,

I am a parent of two biracial students in the district. I was born and raised in this community, with my mother and grandmother as teachers in the district. I love my community and yet I see the need for change so that our brown and black families are heard, respected and safe.

Critical Race Theory is an explanation of what has happened in this country to establish the power of white people. The deed to our home here in Springfield, built in 1953 states that "no person of color shall dwell in the home unless they are the help." When I read that, I cannot deny that there were forces keeping people of color from building an equal opportunity for themselves. The ripple effect is a still a barrier to our families and students today.

So now there is an opportunity for our district that cannot be missed to ensure dignity and respect are guiding the curriculum and education of our students. Critical Race Theory is not something to be afraid of.

Sincerely,
Carol

Public Comment :Board Meeting-June 14, 2021

Irene Henjum <irene.henj@gmail.com>

Mon 6/14/2021 7:52 AM

To:public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Board Members,

I want to thank the board for your work addressing the issues of racism and equity. I appreciate the creation of the Diversity Administrator. It has come to my attention that far right groups are distributing talking points and literature attacking "critical race theory". This group of people is very misinformed about issues addressing racism in society. They are uncomfortable with changing demographics and are resistant to examining issues of systemic racism because frankly, they benefit from a system that ignores racism. I support our schools examining and addressing issues of systemic racism so all of our students can feel safe and thrive in our schools. Attacks on "critical race theory" are nothing more than right wing scare tactics and should be treated as such by the board.

I urge you to allow live public comment at board meetings, it is just good government practice.

Thank you for your service and your time.

Irene Henjum
1211 M Street
Springfield, OR 97477

Public Comment: Board Meeting - June 14, 2021

Jennifer Potter <jpotter583@gmail.com>

Mon 6/14/2021 7:58 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Members of the School Board,

Thank you for your efforts this year to educate yourselves about racism, which is, unfortunately, a reality in our society. I applaud the creation of the position of a diversity administrator.

There is a lot of discussion recently about schools teaching "Critical Race Theory," or CRT. There is pressure coming from the far right wing in our country to ban schools from teaching CRT. While I doubt that anyone in Springfield is currently teaching CRT, I do think that acknowledging the reality of racism, and the effect that it has had throughout the history of our country, is important. It affects us all, no matter the color of our skin.

Please recognize this tactic for what it is, a wedge issue driven by the far right.

Also, once again, I encourage you to allow live public comments at board meetings.

Sincerely,

Jennifer Potter, Ward 3, Springfield

Public Comment: CRT June 14 from Springfield Resident

Andrea Smith

Mon 6/14/2021 8:32 AM

To:public comment <public.comment@springfield.k12.or.us>;

Dear SPS School Board,

I write this email with both grateful thanks and deep concern. My grateful thanks is for you, our SPS School Board and the leadership and hard work of our teachers and leaders in Springfield Public Schools. We have been able to do incredible things in the face of many hardships over the past year. In the face of a pandemic, devastating wildfires and a social reckoning, the SPS leadership has shown that they will not be swayed by negative minority voices, no matter how loud and aggressive. However, recent actions by a small group of community members has led me to write this email out of a grave concern for our students and their feelings of safety, care and concern when they are at our Springfield schools.

Recent commentary on social media has been vilifying the work of teachers from complaints about students only being in school for two hours to complaints about our teaching of state standards related to inequality, social justice and critical thinking. I know also from social media that these complaints are going to be brought to the school board and therefore I wanted to be able to voice my thoughts and concerns.

As a resident of and teacher in Springfield, I want to know that the young people in our community are being taught to think critically, articulate their opinions and be willing to listen to alternative viewpoints. The English Language Arts assignment that has seemed to cause so much concern in our community is designed to do these exact things. I believe that this Board also displays these skills and I hope that these minority voices are listened to and that the Board can critically examine the reasoning behind these comments and articulate the importance of the role of schools to provide instruction to students using ODE Standards including the special resolutions on teaching about Holocaust & Genocide, Tribal History/Shared History, Ethnic Studies and all of the other Equity Initiatives. It is our job to ensure that students feel safe, respected and cared for when they are in our schools. It is also our job to educate and ensure that ALL students stories, histories, languages and cultures are represented and respected in the curriculum and social atmosphere of our schools. Please continue to fight for an uphold that values of our SPS schools that, All Students Belong.

Thank you for your time, your service and your support of SPS students and staff,
Andrea

Andrea Smith

9th Grade Transition Specialist

ASB/Leadership Advisor

Springfield High School

Office: 541-744-4380

Email: andrea.smith@springfield.k12.or.us

Pronouns: she/her/ella

Note: The information contained in this message may be privileged and confidential and protected from disclosure.

Please consider this email as confidential...

Public Comment for June 14, 2021 SPS Board Meeting

Elizabeth Utterback <elizabeth.utterback@gmail.com>

Mon 6/14/2021 9:21 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello school board members,

I am writing in support of the work that many teachers and education professionals are doing within Springfield Schools to support curriculum that explores racism as a reality that permeates U.S. history and culture.

When I was in elementary school in Southern California, I was taught incorrect and harmful information about the missions and their functions and interactions with indigenous peoples in the area. Additionally, the curriculum I was exposed to completely erased Indigenous peoples as if they went extinct. These views stayed with me until college when I took a course in Native American studies. I don't think folks should have to go to college to access correct information about our country's history. For these reasons I applaud the teachers and educational professionals that are constantly doing self-education to bring accurate and important information to the classroom in ways that complement the curriculum and make space for students of color.

It is my hope the board will continue efforts that support teachers in their work to make space for conversations and curriculum that tackle race and racism. Several SPS graduates are emerging community leaders in diversity, equity, and inclusion and with the board's support of curriculum that explores racism as a reality that permeates U.S. history and culture, SPS graduates will continue to lead the way in this important work in creating a more inclusive and equitable community.

Sincerely,

Lizzy Utterback

Ward 3 resident

Parent of former SHS student

Critical Race Theory

Vanessa Truett <vanessatruett@gmail.com>

Mon 6/14/2021 9:26 AM

To: Board <board@springfield.k12.or.us>; public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Board,

I want to share my strong approval of the proposed CRT approach in Springfield Schools. I have two teenage boys who have been with Springfield for the entirety of their education. One is in SPED programs; the other not. I don't know when this framework became objectionable, in fact; I learned this paradigm in 1990 during my first term in a small Midwestern college.

Growing up in Eugene, admittedly I never really thought of many of the truths presented. It wasn't until I was in a predominately Black environment that I truly began to understand. Since then, CRT has informed all of my decisions, in personal and professional life as well as my service as an elected official on a school board.

My only concerns are surrounding the training and professional development needed to accurately disseminate this knowledge. I would hope CRT is part of any current licensure programs, but there will be some catch up for seasoned staff who are unfamiliar. I would also like assurances that this information is made accessible to SPED students in the format they best learn.

Our students, who make up the future of our community deserve the truth about our history. I am reminded of a book I read in 9th grade at South Eugene High School in 1986, Chinua Achebe's "Things Fall Apart." In it, he referenced an old proverb. "Until the lions have their own historians, the history of the hunt will always glorify the hunter."

Thank you for your time,

Vanessa Truett

Sent from my iPhone

Critical race theory

Amber Tamayo <Belvanclothing@outlook.com>

Mon 6/14/2021 9:35 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Good morning,

As a parent of SPS children and concerned community member I'm appalled that it would even be considered taking Critical Race Theory out of our curriculum because a few people feel uncomfortable talking about race and history. Imagine actually experiencing racism your entire life because of your skin color or because your culture is different than societal norm. So so many of children attending SPS are BIPOC (black, indigenous, and people of color) as are my children. I want them to know the actual history of America and how we have oppressed and suppressed BIPOC since the start of America. Was last year not an eye opener that something may be wrong with our society in bringing systemic racism to the forefront with the killing of George Floyd? Did we not just pass civil rights 57 years ago? Have people of color not had the same advantages as white people? These are conversations we need to have even if it makes people uncomfortable because it is important for my children as well as all children in SPS to grow up with the hope of equity, equality and dignity. Please do not let a few bullies with loud voices deter you from doing the right thing. Keep Critical Race Theory in SPS. That is literally the bare minimum in dealing with racism and inequities. Thank you for your time and consideration.

Amber Childress

Public Comment: Board Meeting –June 14, 2021

Andrew Emmott <andrew.f.emmott@gmail.com>

Mon 6/14/2021 9:59 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I hope my voice is one among many urging you not to take the loud opponents of "Critical Race Theory" seriously.

I feel this simple article lays out the details of the debate rather neatly: <https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>

Opposition to CRT is, ultimately, an opposition to historical truths. CRT as an academic practice offers a way to explain unjust outcomes without requiring anybody involved to be explicitly racist; in other words it explains how we can have "racism without racists." Opposition to this idea is really an opposition to our best avenue for constructive criticism of our society without requiring anybody to feel shame.

One criticism of CRT is that it can lead to white children being exposed to self-damaging or self-demoralizing ideas but I think this is backwards. On the contrary, the truth is liberating. Meanwhile, the racism-free explanations for inequities in our society are in fact much more demoralizing than hard truths ever are. If there is no systemic racism in our society then we are forced to accept a brutal hyper-individualism where we lay the responsibility of everything at the individual's feet and refuse to acknowledge the responsibility of those with great wealth and power for any outcomes in society. This idea, the idea that if you are struggling at all it is because you are inferior to those around you and deserve no second chances, is far more demoralizing to everybody, regardless of color, than brutally honest history ever will be.

Preserving our children's dignity and prosperity is not a matter of holding them responsible for everything, but a matter of teaching them how power and responsibility really work in human civilization and I urge you to consider that those who protest this idea are misguided at best.

-Andrew

Public comment: Board Meeting June 14, 2021

Shaay Gallagher-Starr <shaaygs@gmail.com>

Mon 6/14/2021 10:27 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield School Board Members,

As a foster parent of children and teens who have attended school within the Springfield School District, I need to say 'thank you' to the continuing members for your ongoing efforts to guide our schools, and to the newly elected members for your willingness to join the endeavor.

Thank you for the work you've done and continue to do in order to understand systemic racism. I appreciate your participation in the trainings offered by the Oregon School Boards Association, and celebrate the formation of a diversity administrator position.

I fully support your continuing efforts to learn and grow as part of a more equitable community. I support a curriculum for our students that allows them the same opportunities to learn about the impacts of systemic racism in our country's history, and to recognize its current impact.

Equity, inclusion, honesty, and respect are the values that guided my voting during the special election in May. It appears, looking at the results of that election, that many of my neighbors were guided by similar values.

Unfortunately, it has come to my attention that a small but vocal contingent of people are organizing to "Stop Critical Race Theory (CRT) in Our Schools."

Sadly, this is a segment of our community that is so deeply uncomfortable with our community's changing demographics, so opposed to equity and inclusion, that they want to forbid discussions about systemic racism. They will try to tell you that those who talk about systemic racism "are the real racists," and that there is an agenda to control the minds of our youth through "teaching Critical Race Theory" in schools."

This is dangerous nonsense.

Please remember that this small group of far-right commentators does not speak for this community as a whole.

My foster youths benefit from your efforts to teach a realistic view of history, told from more than one perspective. They benefit from your efforts to build equity, even as we deal with a massive public health crisis.

Thank you for your efforts on behalf of my kids and their fellow students. Please hold to your course, and continue to be guided by the values we share. Do not be intimidated by this small group of people espousing dangerous nonsense, no matter how vocal they become.

In community,

Shaay Gallagher-Starr

critical race theory

Julie Tjaden <julex@comcast.net>

Mon 6/14/2021 10:49 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Good morning,

Please, teach critical race theory to our children. We need to include everything in what we teach so our children can learn to think critically. Ignorance of the past has held us back.

Thank you,

Julie Tjaden 1035 N Street, Springfield, Oregon 97477

Public Comment School Board Meeting - June 14, 2021

Kyle Johnson

Mon 6/14/2021 10:59 AM

To: public comment <public.comment@springfield.k12.or.us>;

 1 attachment

Johnson - Board of Education letter - Google Docs.pdf;

Attached.

Kyle Johnson
English Language Arts Teacher
Springfield High School
541-744-4700

Please consider this email as confidential...

To the Springfield Public Schools Board of Education,

Over the past few weeks, many community members and social media groups have expressed concern and confusion over a recent writing assignment created by English 10 teachers at Springfield High School, a team of which I am a part. Much of the confusion seems to stem from rumors, misrepresentations, and false information. I am writing this letter to add clarity on what this assignment is, and why it is important.

The purpose of the questioned assignment is to support a claim with relevant evidence and logical reasoning, using multiple credible sources and demonstrating an understanding of the topic. The standards related to this assignment fall largely under Common Core State Standard ELA-Literacy.W.9-10.1. Students are asked to use the rhetorical techniques ethos, pathos, and logos in their writing to express a claim on a topic of injustice that they choose. Students choose their own direction for this assignment. They develop their own claim, find their own relevant facts, and, in many cases, share their personal heart-wrenching experiences. While some general topics were provided for students to explore, many students ended up writing about original topics or subtopics of interest. For this assignment, students have written on everything from homelessness in Lane County, to their own experiences with stereotypes, to writing about their own daily struggles living in poverty. This writing task has been part of the English 10 curriculum for several school years now, and many students have expressed that not only is this one of their favorite writing assignments, but it allowed them to be seen and to share their own experiences in a manner that has not been provided for them at school before.

Typically, allowing students to write about a topic of injustice in English 10 has coincided with Springfield's MLK Jr. Celebration and March. This assignment allows students a further opportunity to share their message and voice with the larger community, should they decide to read their essay as a speech at the event. To dismiss this assignment is to dismiss the voices of our students and to deny them an opportunity to be heard, both in their classroom, and in their community, should they choose.

It is true that racism is one of the topics we discussed in our class as a possible topic of injustice for this assignment. Some optional resources were provided to help students further explore some topics for this assignment, but none of these videos or articles were required or presented to the whole class. One of the optional resources was a segment from Seattle King5's "Facing Race" series, which recently won the Scripps Howard Award, honoring the series for being among the best in American journalism. This allowed students, should they choose, to explore a complex topic with the help of a highly-regarded source. In this video, every fact and statistic includes a cited source, while also exposing viewers to award-winning journalism. However, due to this optional resource, there seems to be some misunderstanding in our community that English 10 classes are teaching Critical Race Theory (CRT).

CRT is not being taught in English 10 at Springfield High School, nor is it something our English 10 team has the expertise to teach. There seems to be some confusion that having any conversation around race is CRT, and that is simply false. Conversations about racism are

essential to Springfield High School becoming an anti-racist school, and our English 10 team will continue to facilitate opportunities for these discussions. What we are teaching and assessing students on are Common Core State Standards, while helping them find their voice in a complicated world. We are teaching them to make balanced arguments with ethos, pathos, and logos. We are teaching them to speak up for whatever they feel is an injustice in their world, and teaching the skills on how to do that.

Springfield High School students are among the most resilient in our area. We have a diverse student population with a variety of experiences around racism, sexism, poverty, immigration, and LGBTQIA+ issues. To deny students the opportunities to learn about these topics, write about these topics, and have their own experiences validated, is, quite frankly, another type of injustice. Thank you for supporting the work of our team, and thank you for respecting the voices and experiences of our students.

Sincerely,
Kyle Johnson
English Language Arts Teacher
Springfield High School

School Board Meeting Comment

Amy Cothron <amycothron@gmail.com>

Mon 6/14/2021 11:01 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Good evening,

I just wanted to make my voice heard and state that teaching critical race theory in your schools is essential. I know you've likely heard many comments to the contrary, but CRT is just teaching an accurate version of American History, over a watered down whitewashed version. Our kids deserve to learn accurate history over American Mythos, and come to conclusions on their own.

Regards,

Amy Cothron
Ward 5

Conversations on Race

Jerami Campbell <campbelljerami@gmail.com>

Mon 6/14/2021 11:21 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

As a long term member of the Springfield Community, I know how important it is to start and to continue difficult conversations about race and racism in our schools.

I went to Thurston Middle School as an 8th grade student in 2003. I learned about US History all the way through the Civil War. I could tell you that our country participated in slavery, but I would also probably tell you that racism no longer existed in our country because slavery had ended. Now that I am an adult and have learned more of our history, especially Oregon's, I have learned that racism is alive and well. There are a lot of people who are uncomfortable and who don't want to talk about it, I think it's safe to say that a majority of those people are white and they probably don't face the same level of discrimination and racism as our BIPOC community members.

Why don't people want to talk about race? Perhaps they are nervous and scared that they are going to be made to feel guilty. Perhaps they don't want to feel uncomfortable or realize that some of their own actions are unkind. Perhaps it's all of the above.

I know that our schools aim to help create students and citizens who are kind, welcoming, and respectful. If we don't hold conversations about race or racism in our schools, then we're missing the point. Springfield school district wants to create an equitable and inclusive school environment, in order to do that, all members will need to listen and some will need to sit and be uncomfortable.

CRT

Jennie Reed <jenniereed76@gmail.com>

Mon 6/14/2021 11:45 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Greetings,

I am writing because I am very concerned about the implementation of CRT in our public schools.

I understand that we want our children to all have an equal education and opportunities and I absolutely support this which is why I think it's a huge mistake to teach children to evaluate themselves and others based on race.

It is wrong to put children in a position where they have to judge themselves and their fellow students as either victims or perpetrators based on the color of their skin. Plain and simple, CRT is teaching racism which is the thing it purports to eradicate and is a huge disservice to all students and community members.

I implore Springfield public schools to put a stop to implementing this racist curriculum and find a truly inclusive way to bring our children together regardless of race, religion or socioeconomic status.

Let us remember the immortal words of MLK Jr.: **"I have a dream** that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the **content** of their **character**."

CRT teaches the opposite and must not be allowed to continue.

Thank you for your attention regarding this matter.

Sincerely,

--

Jennie Reed

CRT

oregonclean <oregonclean@gmail.com>

Mon 6/14/2021 11:48 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield School Board

Critical Race Theory has no place being taught in our Springfield Oregon Schools.

I oppose critical race theory.

Thanks
Miriam B

Public Comment: Board Meeting - June 14, 2021

Gf Dplmr <doppelmayrr@gmail.com>

Mon 6/14/2021 11:53 AM

To:public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I am writing to you today as a 1999 Springfield High School graduate. I have heard of plans to protest "critical race theory" being taught in Springfield schools. My understanding of these critics is that they fear challenges to white supremacy and are opposed to equity in our schools. By ignoring the reality of U.S. history (slavery, the treatment of Indigenous Communities, Jim Crow laws, the development and purpose of systematic racism) we lose out on an opportunity to raise educated students who have an opportunity to work together to build an equitable society for all.

I admire the recent efforts of the school board to learn about the history of systematic racism as it exists in our society and the creation of the position of diversity administrator. I wish that such efforts had been underway when I was a student in Springfield schools. I earnestly hope that members of the school board will continue their efforts and not let fear by far right wing fear mongers deny our children the education they deserve.

Thank you for your time.

Sincerely,

Ryan Doppelmayr

1999 SHS graduate

doppelmayrr@gmail.com

541-359-6130

The following public comments for the Board Meeting held on Monday, June 14th were received by the District after the noon deadline on the day of the meeting. These public comments were shared with the Board on June 16th.

Public Board Meeting 6/14/21

Lohr Family <thehouseoflohr@gmail.com>

Mon 6/14/2021 12:01 PM

To: public comment <public.comment@springfield.k12.or.us>;

📎 11 attachments

image0.jpeg; image1.jpeg; image2.jpeg; image3.jpeg; image4.jpeg; image5.jpeg; image6.jpeg; image7.jpeg; image8.jpeg; image9.jpeg; ATT00001.txt;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear SPS board members,

Despite the groups in our community giving push back against the opportunity of including Critical Race Theory framework in our k-12 schools, I urge you to educate yourself.

There is no greater failure than the failure to teach our young minds the truthful history of America and it's people.

There will always be parents upset by one thing or another throughout the course of their children's education.

Do not let the narrative being overwhelmingly expressed by the uneducated that CRT (Critical Race Theory) equates to teaching "anti-American values", "divisiveness" and "black lives matter". Do not let them fool you. It is inaccurate.

This potentially is the make-or-break moment when community members demand policies that will hinder young minds and allow history to be repeated.

There's a saying, "learn from your mistakes", instead of teaching "learn from your mistakes" we as society have moved the bar and it wasn't in the upward direction.

By "dumbing down" and "saving" our "scary" history for "later" (ie: college) we aren't doing our children any favors.

We, as a society, are therefore teaching the future generations to repeat history by altering and/or removing the information taught.

This is unacceptable.

Critical Race Theory is accepted and taught at the college level. Should K-12 implement those classes? Of course not! Should we utilize the framework to appropriately address our nations factual history at various grade levels starting with K-12? Absolutely!

I write to you today, to remind you, America was founded on being a melting pot for a plethora of ethnicities and cultures. America was founded on equality-equality that has yet to be seen.

Before making decisions on whether or not the teachings of Critical Race Theory should be in SPS please take the time to learn more about the framework and it's purpose.

Thank you,

Links for further reading:

https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/a-lesson-on-critical-race-theory/

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html

Public Comment: Board Meeting – June 14, 2021

Pauline Pham

Mon 6/14/2021 1:13 PM

To: public comment <public.comment@springfield.k12.or.us>;

To the Springfield Board of Education,

Recently, there has been a lot of discussion about a writing assignment created by the English 10 team, that I am a part of, at Springfield High School. The assignment gained a lot of attention on various social media groups, and like many things on these platforms, it was taken completely out of context, grossly misrepresented, and therefore misunderstood by many within our community. The purpose of this letter is to defend the merits of this assignment and to encourage further discussion on how our district can support work that focuses on diversity, equity, and inclusion.

The objective of this writing assignment was to allow students to select a topic of injustice present in American society and to make a powerful statement about what they want people to feel/think/do about the injustice while using persuasive appeals (ethos, pathos, and logos). The entirety of the assignment is driven by student choice; they are allowed to select their own topic, develop their own claim, conduct their own research, and most importantly, articulate their own thoughts and ideas in writing. However, as part of best practices, we did provide some general topics and guidelines because most students benefit from those supports. What came from this persuasive essay was a variety of fascinating topics, ranging from Indigenous rights to veterans experiencing homelessness to mental health in LGBTQIA communities.

Traditionally, we have done this assignment to coincide with Springfield's MLK March where students can participate in a speech tournament. We typically offer and support up to 12 different topics of injustices, and students are required to include the MLK quote that serves as the march's theme for that year. Additionally, students actually present their speeches in small groups or in front of the class. Unfortunately, much of this assignment had to be condensed due to the limitations of this school year. However, we have seen some of our student's best work and performances come from this assignment. Based on past student surveys, this assignment usually ends up being a favorite, because students are allowed to let their passions and interests drive their writing. That is our goal as English teachers: to help students discover their voice.

Of the five topics students were given the option to choose from this year, racism was one. Attached to this topic were 4-5 video/article resources that students could use to help guide their research and understanding of the topic. We provided, as an option, a video created by King5 News of Seattle as part of their award winning series examining racial injustice and inequity called, Facing Race. This video provides a very broad overview of systemic racism and was meant to help students narrow the topic of racism into something more specific of their choosing, for example, racial inequities in healthcare or racial

discrimination at work. Because of this video, many people accused the assignment of being politically biased, having a leftist agenda, and pushing Critical Race Theory in our classes.

The controversy over this writing assignment and the optional video is part of a larger national debate on whether CRT should be taught in K-12 public schools. To be clear, we are not teaching CRT in English 10 at SHS. And to be even more frank, neither myself nor my colleagues are even close to being qualified to teach CRT as it is an academic field within legal studies typically taught at the collegiate level. However, we *are* giving students the opportunity to learn about systemic racism and about our country's history from the perspectives of historically marginalized peoples. Those goals do coincide with some of the basic tenets of CRT, and you will also find them in ODE's standards for ELA and Social Sciences.

Educators have a responsibility to prepare students for the real world, and sometimes that includes exposing them to the beauty and ugliness of our world. We want them to become free-thinking and well-informed individuals, so they can contribute to our world in a positive and meaningful way. Teaching our students about race and systemic racism is an integral part of healing a divided nation, bringing our diverse communities together, and making sure history does not repeat itself. It's a challenging road, but it must be taken. Luckily, SPS has many educators who are committed to this work, and we hope that you will continue to support us in this endeavor.

Sincerely,

Pauline Pham
Learning Specialist & English 9/10 Teacher
Springfield High School

Please consider this email as confidential...

Public Comment Critical Race Theory - June 14, 2021

Karrie W <karrie42@gmail.com>

Mon 6/14/2021 5:27 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield School Board Members,

Please don't fall for the fear-mongering. The calls of banning "critical race theory" is a scare tactic. There are two main facts that are essential to understand here. 1) Creating culturally responsive schools, as well as teaching accurate historical facts and events, is beneficial for all students and is *not* critical race theory. 2) Critical race theory itself is not something to be seen as harmful – it is the in-depth, academic study of how racism impacts systems – both historically and currently. Improving how we teach US history benefits all kid from all cultures. If we really want to teach our children to be proud of our country's promise of equality and justice for all – we need to be brave enough to teach that, as a country, we haven't always lived up to those values. Teaching students to identity and challenge racism – (individually and systemically) empowers all students to continue the work of so many great leaders before them - creating good citizens and neighbors who have the tools and knowledge to help their country live up to those values and be the best we can be.

- Karrie Warren

(parent of a white 7th grader who feels empowered with his knowledge of the past and not hindered by it. He is ready to be part of changing the world to be better for everyone!)

Thank you Springfield School Board Member

Barnab6280@aol.com

Mon 6/14/2021 6:43 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Thank you for all you all have done for our district students, families and staff during this crazy covid time, last year and this year. It been a huge job and responsibility that none of you signed up for when you ran to serve our district, so thanks for sticking with us and giving us your best and all during this pandemic. I'm sure each of you had sleepless nights weighing out directions we should go and take as a district. You are each one, very much appreciated. Praying your families are well, wishing you all well with great appreciation, Becky Willis @TES

Sent from my iPad

Zoom meeting

Amanda Crosswhite <youragentamanda@gmail.com>

Tue 6/15/2021 7:19 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I am curious as to why you are still conducting your meetings on Zoom? Everyone that wants to be vaccinated has been. It seems that you are hiding behind your cameras and not wanting to face the public.

Amanda Crosswhite
Principal Broker/Owner
Twisted Tree Real Estate
541-554-8619

Real Estate: It's Personal to Me

twistedtreerealestate.com

5. ACTION ITEMS

A. Approve Consent Agenda

- 1. April 26, 2021 Board Work Session Minutes**
- 2. May 10, 2021 Board Meeting Minutes**
- 3. May 13, 2021 Budget Committee Meeting Minutes**
- 4. Financial Statement**
- 5. Personnel Action, Resolution #20-21.041**
- 6. Board Policy, First Read**

MOTION: Ms. Barrager moved, Mr. Mann seconded the motion to approve the Consent Agenda.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Consent Agenda: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

B. Adopt 2021-2022 Budget, Resolution #20-21.042

The District began holding work sessions with the Budget Committee in January 2021 to discuss parameter and estimates for the 2021-22 fiscal year. All information from District stakeholders, Oregon Department of Education and the Oregon State Legislative process was used to construct the proposed operating budget for the Springfield School District. Following months of preparation, the 2021-2022 proposed budget was delivered to the Budget Committee on May 6, 2021.

During its second Budget Committee meeting on May 13, 2021, the Springfield School District Budget Committee approved the proposed budget for 2021-2022 without modification. Following the approval of the document, the Oregon State Legislature finalized the K-12 apportionment in its budgetary process, which was consistent with the assumption used by the District (\$9.3 billion, K-12 allocation). There are no modifications from the approved budget to the adopted budget being proposed.

Brett Yancey recommended the Board of Directors adopt the 2021-2022 Budget Resolution as presented.

MOTION: Chair Bessett moved, Ms. Raven seconded the motion to adopt the 2021-2022 Budget resolution as presented.

Chair Bessett asked if there was any discussion.

Dr. Hernandez noted the large size of the document and suggested giving the report in smaller segments in the future. Mr. Yancey explained that three work sessions were held which covered the major points of the budget and said the budget presented to the board was intended to be as transparent as possible but offered to look at other ways to make it more manageable. Dr. Hernandez suggested handing out the document before work sessions to give members time to review beforehand.

Chair Bessett shared that he discussed with Ms. Raven and Mr. Hamilton about how to proceed with meetings and make them more digestible. Dr. Hernandez suggested giving members more opportunity to ask questions at work sessions and thought they could be better directed.

Hearing no further discussion, Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to adopt the 2021-2022 Budget as presented: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

C. Approve Resolution for Bus Purchases, Resolution #20-21.043

This purchase reflects pricing associated with an existing Eugene 4J permissive cooperative agreement for school buses. Pursuant to ORS Chapter 279A.215, government agencies may utilize an existing permissive cooperative agreement of another public agency if all of the statutory requirements covered under this section have been met. Springfield purchasing staff reviewed the original solicitation document and cooperative agreement to assure alignment with statutory requirements.

As part of the Transportation Fleet Management Plan, we identified the need to establish a regular replacement cycle for district owned school buses. While the length of the replacement cycle was not set in stone, it was recommended that the district establish a replacement cycle somewhere between 12-15 years.

Since the time of the original fleet plan, there continue to be improvements in the school bus industry that have increased the number of propane powered buses. Propane power reduces emissions and the buses are less expensive to purchase and operate than the currently available diesel powered buses. Over the past five years, the District purchased 38 propane powered buses and they have worked well. In anticipation for next year, we are proposing adding seven (7) additional propane powered, 77 passenger, regular route buses. School buses of this type should provide Springfield School District with a life cycle of 12+ years or 200,000 miles.

Funding for this purchase will be provided through the District equipment replacement fund. This expenditure is 70% reimbursable from the State at a rate of 7% annually for the first 10 years of ownership. Additionally, the District was successful in obtaining a Department of Environmental Quality (DEQ) Federal grant to cover the 30% that is not reimbursable through the State of Oregon.

Again, this year the district will be making arrangements to fund this bus acquisition through a lease purchase at a market driven interest rate associated with a municipal lease, which has already been secured. It is important to note that, similar to the purchase cost of the bus, the interest associated with a bus lease is 70% reimbursable by the state and the remaining 30% is covered through the DEQ grant.

Board Member Naomi Raven reviewed the procurement file.

Brett Yancey recommended the Board of Directors approve the purchase of the following school buses from Western Bus Sales, Inc. of Boring, OR for the amount indicated:

Qty	Description	Unit \$	Total \$
7 Each	Type C Propane Blue Bird Vision 77-passenger front engine school buses	\$137,916	\$965,412

MOTION: Ms. Barrager moved, Ms. Raven seconded the motion to approve the purchase of buses as presented in Resolution #20-21.043 from Western Bus Sales, Inc. of Boring, OR for a total of \$965,412.

Chair Bessett asked if there was any discussion.

Dr. Hernandez asked how many buses in total there were and Mr. Yancey answered 7.

Hearing no further discussion, Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the purchase of buses as presented in Resolution #20-21.043 from Western Bus Sales, Inc. of Boring, OR for a total of \$965,412: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

D. Approve High School Science Program, Resolution #20-21.44

In accordance with Board Policy IIAA, Instructional Resources/Instructional Materials, the titles listed below are presented to the Board for approval as the instructional materials in high school Physics and Chemistry courses.

These instructional materials provide science components correlated to the Next Generation Science Standards (NGSS), and reflect the recommendation of the Springfield Public Schools Science Adoption team.

Mindy LeRoux shared a presentation about the adoption of the High School science curriculum. She explained that next-generation science standards were adopted as state science standards in 2014 but that as of last year they were unable to fully integrate the standards into the existing curriculum. To fully integrate these standards, the science sequence was shifted so that NGSS physics was implemented for all 9th grade students this school year. Ms. LeRoux explained that this year all 9th grade students took NGSS physics, next year they would take NGSS chemistry, and the following year NGSS biology. This sequence was different from the past, but she said it was well thought-out and aligned with NGSS standards and the other curriculums. This ensured all students would have access to all three science courses which they did not have access to previously.

Ms. LeRoux explained that Patterns curriculum was open source instructional material aligned with next-generation science standards. Over 18 school districts including Beaverton and Portland Public Schools have adopted Patterns. She noted that the curriculum utilized instructional best practices which are culturally relevant and used real-world phenomena which are engaging to students while also making clear connections to English language arts, math and career technical education. Ms. LeRoux added that one key feature was access to the authors of the program to provide professional development, noting that the author had been contracted to provide support to teachers through the school year. In summary, Ms. LeRoux was impressed with Patterns, both in its integration into the curriculum and teacher support.

David Collins recommended the Board of Directors approve the request of :

- *Patterns, Chemistry, Jomae Sica*
- *Patterns, Physics, Bradford Hill*

MOTION: Ms. Barrager moved, Dr. Hernandez seconded the motion to approve the request of the instructional materials as presented for high school physics and chemistry courses.

Chair Bessett asked if there was any discussion.

Chair Bessett noted that they had been trying to adopt science curriculum over the last couple years and said *Patterns* had been good at resolving questions and mitigating the problems involved with the sequencing of the curriculum. He shared that he received comments over the years from people asking to adopt the NGSS curriculum so that students were ready for the real world.

Dr. Hernandez asked how language or learning issues would be addressed in this curriculum and Mr. Collins explained that differentiation was available and that teachers' expertise was taken into account. He noted that Ms. LeRoux had been working with teachers to look at student success and achievement across multiple content areas. Ms. LeRoux added that the way the curriculum was set up was to be extremely accessible to all students, allowing students to discuss problems in their own words and teachers to provide feedback.

Dr. Hernandez asked about the follow-up training and Ms. LeRoux explained that annual training was offered and said teachers would get 4-5 days of training each year before implementation.

Ms. Raven shared that she had looked at the curriculum and met with a district employee who showed her a glossary providing science terms in many different languages. She thought that this mainstreamed science instruction and made it accessible to students. She asked how advanced placement students would be affected and Ms. LeRoux answered that other districts who implemented this had found huge growth in students seeking advanced courses and that they would not be cutting any advanced courses.

Hearing no further discussion, Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the request of the instructional materials as presented for high school physics and chemistry courses: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

E. Approve Resolution for Design Build Authorization, Resolution #20-21.045

Earlier in the evening, the Board held a public hearing of the Local Contract Review Board to review Findings of Fact supporting the use of the Design-Build process for projects where use of this process is determined by the administration to be in the best interest of the district. These are projects eligible under the Elementary and Secondary School Emergency Relief (ESSER) funds. Specifically in support of creating healthy learning environments for students and staff.

This process is an allowed method of procurement by Oregon Revised Statute and will use a Request for Proposals process to select contractor(s) that best meet the needs of the district.

BE IT RESOLVED, the Board of Directors, acting in the capacity of the Local Contract Review Board, adopts the Findings of Fact and grant a specific exemption from competitive bidding requirements for use of a Design-Build procurement process for select HVAC projects identified by the administration to be in the best interest of Springfield School District #19.

MOTION: Ms. Raven moved, Dr. Hernandez seconded the motion to adopt the Findings of Fact and grant a specific exemption from competitive bidding requirements for use of a Design-Build procurement process for select HVAC projects identified by the administration to be in the best interest of Springfield School District #19.

Chair Bessett asked if there was any discussion.

Dr. Hernandez asked what buildings were being considered and Mr. Yancey answered all but a few newer buildings and added that the option of air conditioning was included.

Ms. Raven was confident moving forward with this and stressed the importance of providing a comfortable environment for students to learn.

Hearing no further discussion, Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to adopt the Findings of Fact and grant a specific exemption from competitive bidding requirements for use of a Design-Build procurement process for select HVAC projects identified by the administration to be in the best interest of Springfield School District #19: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Dr. Hernandez asked how much disruption this would cause. Mr. Yancey answered that the design would take several months and then he anticipated work during the summer and through strategic breaks for smaller projects.

5. Discussion

A. Board Self-Evaluation

Superintendent Hamilton recalled the Board self-evaluation survey conducted a year ago and said the survey results helped inform work over the last year. Another survey would be conducted at the end of the year which would need to be completed by June 22nd to allow Oregon School Boards Association staff time to compile results before the work session on June 28th.

Dr. Hernandez asked how this was different from the work in the last two sessions and Chair Bessett answered that this was an extension of the survey done at the beginning of the year. Superintendent Hamilton added that the results from the two surveys would be compared to assess how the Board perceived the status of its work.

6. Information/Reports

A. Superintendent Communication

Superintendent Hamilton thanked the Board for participating in individual graduation ceremonies. He shared that students' families had appreciated the ability to be with family and friends during this experience and said that nearly 560 students were able to walk across the stage.

Superintendent Hamilton looked forward to summer learning and noted that 5 elementary sites and 3-4 middle school sites as well as targeted offerings for high school learning would be offered. He outlined partnerships with Willamalane, University of Oregon, Arc of Lane County and the YMCA. He added that he was excited about the possibilities for student enrichment this summer. He added that the student meal service would be continuing over the summer.

Superintendent Hamilton shared that he had joined the Springfield Education Foundation for their Grant Awards Tour which awarded nearly \$45,000 in grants to teachers to provide additional enrichment opportunities and support creative and innovative concepts for students.

Superintendent Hamilton and Mr. Yancey participated in a meeting to learn more about the ESSER funds. He noted that the state was required to submit an application to the U.S. Education Department explaining how funds were prioritized within the state.

Dr. Hernandez asked about the timeline of ESSER funds and Superintendent Hamilton responded that the message being received from the Oregon and US Departments of Education was to keep it simple, be clear and allow the funds to be used as intended.

B. Board Communication

Dr. Hernandez shared that he had attended the ESD monthly board meeting and said things were moving forward with the migrant program. He offered to give up his spot on the board to someone new as it

would be a great learning experience for them. He also attended the Thurston graduation with Ms. Raven and noted that it was an interesting process. He shared that he will also attend the Willamette Leadership Academy the following week.

Board Chair Bessett attended the graduation for Springfield High School and said it was a long but worthwhile experience.

Ms. Barrager enjoyed the way Springfield ran their graduations and appreciated the ability for students to choose with whom to walk up onto the stage. She enjoyed Gateway High School's graduation noting the touching stories shared. She also attended the online Stand for Children Beat the Odds scholarship presentation.

Ms. Raven shared that she was able to attend graduations both as a board member, as a parent and as an invited guest. She appreciated the uniqueness of each program.

Mr. Mann shared that the virtual Night of 11,000 Stars was being planned for next fall. He thanked the staff for their participation in graduation ceremonies.

7. NEXT MEETING

The next meeting will be on June 28, 2021

8. Adjournment

With no other business, Chair Bessett adjourned the meeting at 7:55 p.m.

(Minutes recorded by Jayson Hayden)